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ABSTRACT

This document first provides an overall explanation of the Education Consolidation Improvement Act Chapter 1 and then describes Arkansas' involvement in Chapter 1 services. The report reveals that there were 76,588 Arkansas students who received Chapter 1 services in fiscal year (FY) 92, which amounted to a 7 percent increase over the previous year. Statistical data cover the following areas: (1) the number of local education agencies that participate in Chapter 1; (2) the ethnic distribution of students in Arkansas using Chapter 1 services; (3) the total number of students using Chapter 1 services by grade level; (4) the total distribution of Chapter 1 expenditures for all state institutions for 1991-92; (5) 1992 achievement levels in reading, mathematics, and language arts; and (6) the prevalence and costs of various kinds of staff members employed in Chapter 1 programs during both the regular term and summer school. Data show that for FY 92, Chapter 1 funding was over $65 million for public school students, an 18.1 percent increase over FY 91. Achievement tests show that reading, language arts, and mathematics programs across Arkansas have been improved, with the average Normal Curve Equivalent Score gains across all grades being positive, except in math for advanced skills in grades 10 and 11. (GLR)

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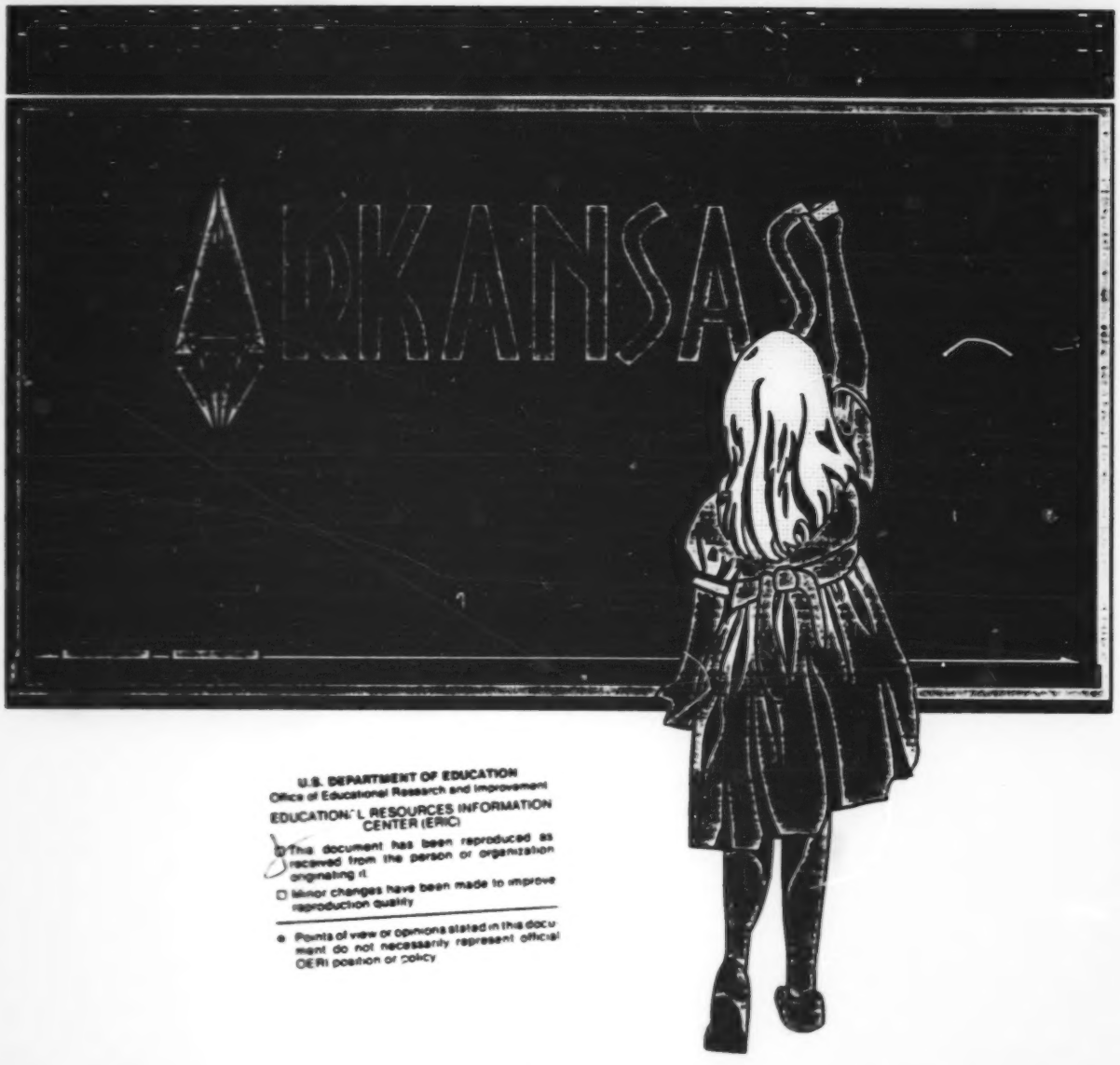
# EDUCATING TODAY'S CHILDREN FOR TOMORROW'S WORLD

ED 366 691

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# 1991-92 CHAPTER 1 EVALUATION

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## WHAT IS CHAPTER 1?

Chapter 1 of Title I of the Elementary and Secondary Education Act of 1988 (ESEA) is the largest federally funded program designed to provide services to elementary and secondary students. The legislation authorizes services above and beyond those provided by the regular school program. Initially enacted as Title I of the Elementary and Secondary Education Act of 1965, Chapter 1 provides "...financial assistance to State and local educational agencies to meet the special needs of educationally deprived children..." who reside in areas with a high concentration of children from low income families. Chapter 1 funds are allocated to districts on the basis of a formula that includes the number of children from low income families residing in that area. Within a district, however, services are provided to students on the basis of educational need rather than family income.

The innovative features of the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988 Amendments, drawing on themes from recent movements in school reform, were intended to make Chapter 1 a more effective vehicle for high-quality instruction. The new law mandated accountability for student outcomes, requiring that schools in which Chapter 1 participants do not make gains in achievement must take steps to improve their performance. It expanded the scope of expected student outcomes beyond basic skills to include more advanced academic skills. It bolstered the provisions for involving parents in their children's educational programs and added a mechanism for local participation in state policy decisions. It required coordination between Chapter 1 and other instructional programs and permitted very high-poverty schools, under certain conditions, to use Chapter 1 funds throughout the school rather than for a distinct supplemental program.

All Chapter 1 programs must meet the following federal requirements:

**NEEDS COMPREHENSIVE:**
All Chapter 1 programs must conduct a needs assessment each year and provide services to students who are identified as having the greatest educational needs.

**CONCENTRATION OF SERVICES:**
The law requires that Chapter 1 programs be of sufficient size, scope, and quality to "give reasonable promise of substantial progress toward meeting the special educational needs of the children being served" within the scope of available resources.

**INSTRUCTIONAL SERVICES:**
Chapter 1 is primarily an instructional program, but a limited amount of essential support services may be provided with available Chapter 1 funds.

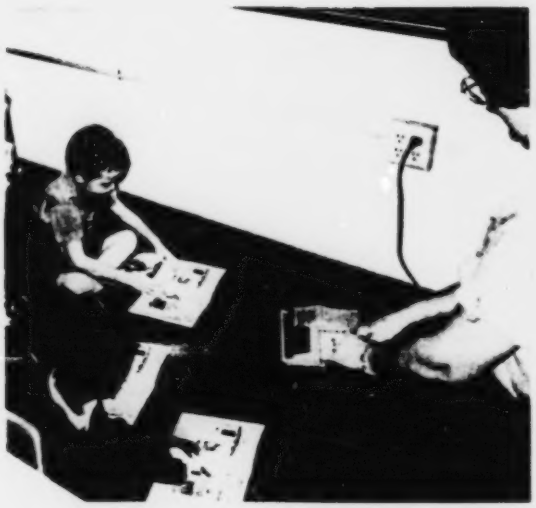
**EVALUATION:**
All Chapter 1 programs must be evaluated in both the basic and advanced skills and the results must be used for program improvement. Evaluation models enable the results of local evaluations to be summarized and reported at the state and national levels through the use of national norm-referenced instruments.

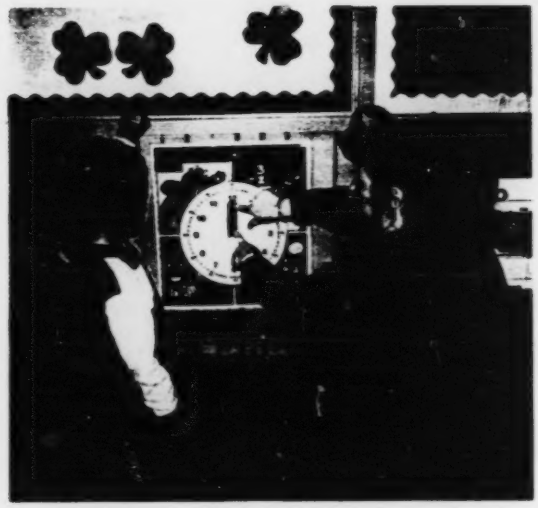
During the years that the law has been in effect, considerable attention has focused on the aggregate achievement requirements stated in normal-curve equivalent (NCE) gains. The achievement of students in grades 2 through 12 must be evaluated with standardized, norm-referenced tests in order to obtain NCE results. The federal law and regulations mandate the identification for program improvement of any school in which Chapter 1 student's achievement fails to improve from year-to-year in either basic or advanced skills, and in either reading or mathematics (if both subjects receive major emphasis in the program). At a minimum then, schools giving primary emphasis to both subjects in Chapter 1 must show some gain in aggregate achievement measured in NCEs in basic reading skills, more advanced reading skills, basic mathematic skills, more advanced mathematic skills, and language arts skills.

**PROGRAM IMPROVEMENT:**
Probably the most dramatic innovation in the Hawkins-Stafford Amendments was the introduction of a system for program improvement and accountability intended to identify poorly performing Chapter 1 schools and to improve their student outcomes. Although students' performance in Chapter 1 has been evaluated for years, the amendments attached new consequences to performance. The law specifies that any school in which Chapter 1 students show no gain or a decline in aggregate achievement must be identified as a school in need of improvement. The law also requires state educational agencies (SEAs) and districts to identify desired outcomes for Chapter 1 students and to incorporate these into their system of identifying schools for improvement. The Education Department has strongly encouraged SEAs and districts to set standards that exceed the statutory minimum, thus identifying more schools and conducting the improvement process on a wider scale. A school identified as in need of improvement embarks on what may be a multi-year sequence of improvement activities. The district and school may spend as much as a year developing a plan for program improvement; in the next year, the school implements the plan; if student performance has not improved after a year under the plan, the SEA and district must develop and carry out a joint plan for improvement; if performance still falls short of the standard, the SEA and district must continue revising the joint plan until the school sustains an acceptable level of performance for more than one year.

**SUPPLEMENTARY SERVICES:**
Chapter 1 services are intended to be supplementary to the regular education program and may not take the place of services provided by the district or state. There are several delivery models that can be used:

Tutorial (in-class)
Remedial or compensatory instruction is provided within the regular classroom setting either from a Chapter 1 teacher or aide.







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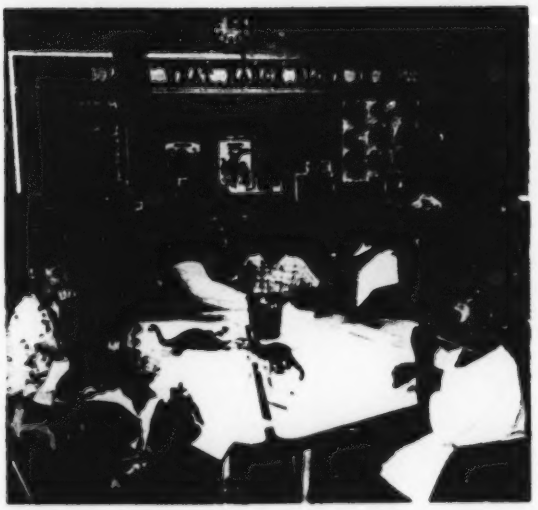
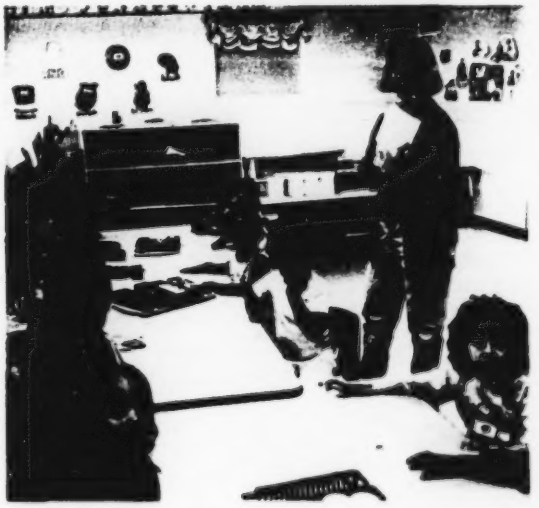
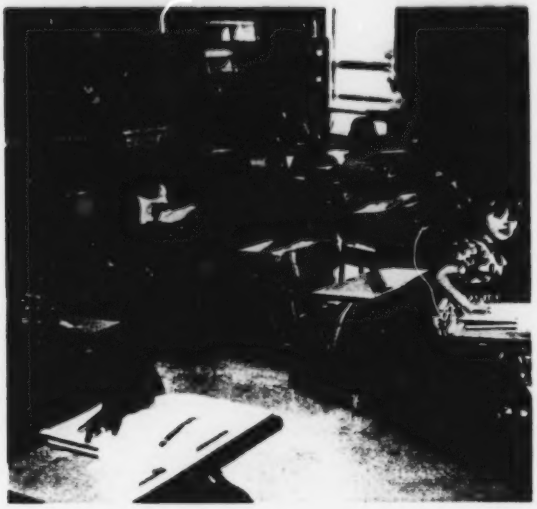
Pull-out
This is a supplemental model to regular education and is the most widely used across the country. It utilizes separate teachers, materials, and equipment. Children are usually grouped homogeneously and placed in a special setting apart from the regular setting.

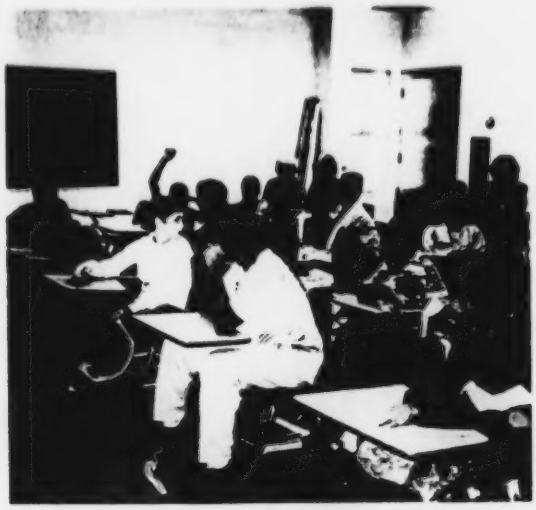
Replacement
In this model, instruction that replaces standard instruction in the regular classroom is provided by Chapter 1 teachers in designated skill areas. This model is primarily used at the junior high or high school level. In schools that use this model, students do not miss parts of another lesson in subject areas.





Schoolwide
An LEA may conduct a Chapter 1 project to upgrade the entire educational program in a school. Individual students do not have to be identified as educationally disadvantaged since the entire building qualifies, and Chapter 1 is able to provide supplemental services to the entire school population. The model requires a comprehensive assessment of the educational needs of all students in the school, particularly the special needs of educationally deprived children. Accountability requirements (fiscally and evaluative) for the model include both regular Chapter 1 reporting, as well as a three-year report.





Time displacement
The LEA must be in compliance with the maintenance of effort, therefore, they will usually hire an additional teacher to reduce per pupil ratios. The regular teacher will be fully responsible for giving additional, supplemental instruction to Chapter 1 students. Usually an instructional assistant will be used to supervise the non-Chapter 1 students. That portion of the teacher's salary is paid by Chapter 1, while they are instructing Chapter 1 students.

**INNOVATIVE PROJECT:**
Innovative projects can be written to provide a new idea, method, or strategy to provide quality in the delivery of services to Chapter 1 students.

Innovative projects permitted districts to use up to 5 percent of their basic grant for any of several specific purposes described in the law, including continuation of services to formerly eligible students and various approaches to program improvement.

Districts operating innovative projects were: Carlisle, County Line, Flippin, Forrest City, Hughes, Jonesboro, and Rogers.

**PARENTAL INVOLVEMENT:**
Program must be designed and implemented with the consultation of parents. Districts that receive Chapter 1 funds are required to involve the parents of Chapter 1 students in project-related activities. Accordingly, Chapter 1 funds may be used to conduct a wide variety of services that promote parent participation. These include activities that encourage contact between the home and the Chapter 1 project, involve parents in school activities, and develop parents' skills in assisting their children with schoolwork.

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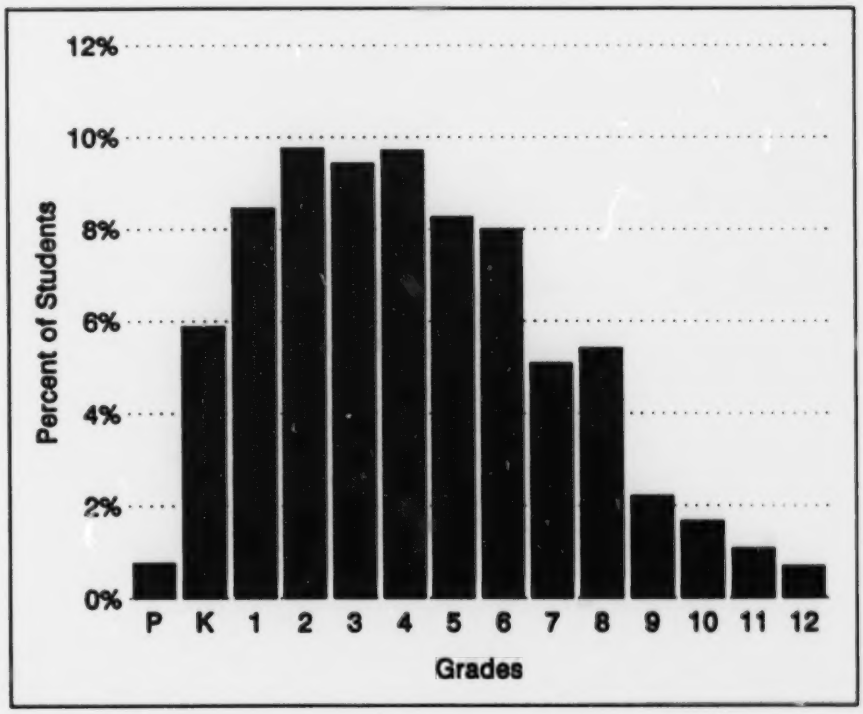
## WHAT IS THE INVOLVEMENT IN ARKANSAS CHAPTER 1?

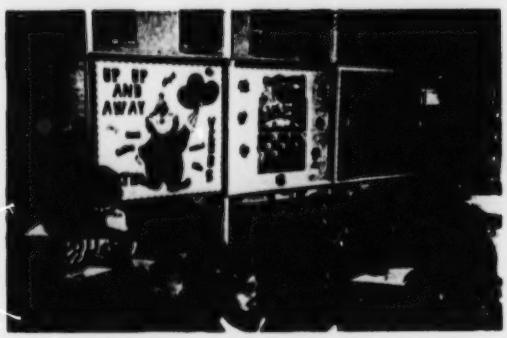
In FY 1992, Arkansas Chapter 1 programs were administered by 309 local education agencies (LEAs), 2 Educational Cooperatives who administer 12 LEAs, and 2 institutions for neglected and delinquent.

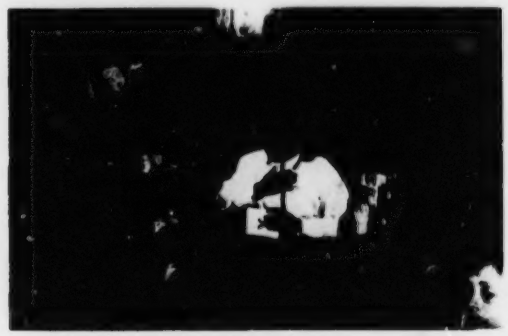
A total of 76,588 students participated in one or more public and non-public Chapter 1 programs. In addition, 480 students received services in two state administered institutions for neglected or delinquent children. Administrative and technical assistance services were provided by the Arkansas Department of Education, specifically the Chapter 1 staff. Additional assistance was provided by the Region E Technical Assistance Center. The Center is located in Denver and is funded by the federal government to provide assistance to state and local Chapter 1 programs.

## WHO DOES CHAPTER 1 SERVE?

There were 76,588 students who received Chapter 1 services in FY 92. The number of participants in Chapter 1 programs increased by 7 percent from FY 91.





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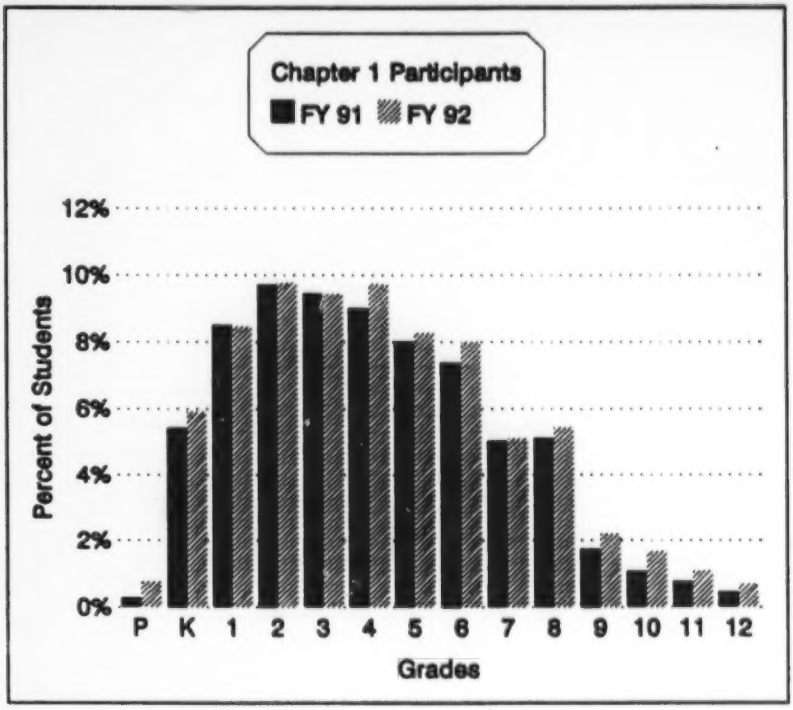


## WHAT IS THE DISTRIBUTION OF SIZE OF SCHOOLS IN ARKANSAS?

| ENROLLMENT OF LEA | NUMBER | PERCENT |
|---|---|---|
| Less than 100 | 13 | 4.05 |
| 101 - 200 | 27 | 8.41 |
| 201 - 500 | 108 | 33.65 |
| 501 - 1,000 | 75 | 23.36 |
| 1,001 - 2,000 | 55 | 17.13 |
| 2,001 - 5,000 | 36 | 11.22 |
| 5,001 - 10,000 | 6 | 1.87 |
| Over 10,000 | 1 | .31 |
| TOTAL | 321 | 100.00 |

47 percent of the schools in Arkansas have a total enrollment of 500 students or below.

## HOW MANY OF THE LEAs PARTICIPATE IN CHAPTER 1?

| EXTENT OF PARTICIPATION | NUMBER | PERCENT |
|---|---|---|
| Regular Term Only | 278 | 86.60 |
| Regular and Summer Term | 43 | 13.40 |
| TOTAL | 321 | 100.00 |

During the regular term, 278 LEAs and Co-op administered programs operated in Arkansas. An additional 43 LEAs and Co-op administered programs provided both regular and summer terms.

## WHAT WAS THE NUMBER OF CHAPTER 1 ARKANSAS PUBLIC AND NON-PUBLIC SCHOOLS AND WHAT WAS THEIR ENROLLMENT BY LEVEL OF SCHOOL?

| LEVEL OF SCHOOLS | PUBLIC SCHOOLS | | NON-PUBLIC SCHOOLS | | TOTAL SCHOOLS | |
|---|---|---|---|---|---|---|
| | NUMBER | ENROLLMEMT | NUMBER | ENROLLMENT | NUMBER | ENROLLMENT |
| High School | 211 | 63,949 | 2 | 130 | 213 | 64,079 |
| Junior High | 255 | 39,065 | 2 | 198 | 257 | 39,263 |
| Middle | 57 | 25,730 | 2 | 5 | 59 | 25,735 |
| Elementary | 564 | 207,290 | 30 | 2,134 | 594 | 209,424 |
| TOTAL | 1,087 | 336,034 | 36 | 2,467 | 1,123 | 338,501 |

There were 180 more public schools with Chapter 1 in FY 92 than was operated in FY 91. The number of students enrolled decreased by 6,474. The number of non-public schools decreased by 5, and the number of students enrolled decreased by 2,820.

## WHAT IS THE ETHNIC DISTRIBUTION OF THE STUDENTS IN THE ARKANSAS PUBLIC SCHOOLS?

| GRADE LEVEL | WHITE | | BLACK | | OTHER | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE |
| * P | 219 | 155 | 208 | 206 | 12 | 8 | 439 | 369 |
| K | 13,114 | 11,901 | 4,128 | 3,885 | 349 | 304 | 17,591 | 16,090 |
| 1 | 13,487 | 12,388 | 4,433 | 4,183 | 318 | 294 | 18,238 | 16,865 |
| 2 | 13,365 | 12,438 | 4,281 | 4,002 | 311 | 292 | 17,957 | 16,732 |
| 3 | 13,186 | 12,145 | 4,227 | 4,051 | 321 | 285 | 17,734 | 16,481 |
| 4 | 13,388 | 12,481 | 4,295 | 4,063 | 303 | 274 | 17,986 | 16,818 |
| 5 | 13,495 | 12,465 | 4,237 | 4,118 | 308 | 290 | 18,040 | 16,873 |
| 6 | 13,643 | 12,574 | 4,370 | 4,161 | 282 | 291 | 18,295 | 17,026 |
| 7 | 14,653 | 13,285 | 4,623 | 4,476 | 300 | 286 | 19,576 | 18,047 |
| 8 | 13,773 | 12,918 | 4,557 | 4,340 | 329 | 268 | 18,659 | 17,526 |
| 9 | 13,276 | 12,097 | 4,043 | 3,842 | 287 | 266 | 17,606 | 16,205 |
| 10 | 12,702 | 12,019 | 3,896 | 3,847 | 267 | 263 | 16,865 | 16,129 |
| 11 | 11,382 | 10,959 | 3,295 | 3,404 | 253 | 241 | 14,930 | 14,604 |
| 12 | 11,044 | 10,148 | 3,077 | 3,207 | 230 | 235 | 14,351 | 13,590 |
| TOTAL | 170,508 | 157,818 | 53,462 | 51,579 | 3,858 | 3,589 | 227,828 | 212,986 |

* Pre-Kindergarten figures are not added in with regular school enrollment because of funding methods.

## WHAT IS THE ETHNIC DISTRIBUTION OF THE STUDENTS IN THE CHAPTER 1 PROGRAM DURING THE REGULAR TERM?

| GRADE LEVEL | WHITE | | BLACK | | OTHER | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE |
| * P | 145 | 146 | 236 | 234 | 8 | 7 | 389 | 387 |
| K | 1,883 | 1,275 | 1,421 | 1,177 | 72 | 74 | 3,376 | 2,526 |
| 1 | 3,005 | 2,037 | 1,795 | 1,526 | 65 | 44 | 4,865 | 3,607 |
| 2 | 3,449 | 2,470 | 2,140 | 1,611 | 55 | 54 | 5,644 | 4,135 |
| 3 | 3,188 | 2,324 | 2,101 | 1,705 | 73 | 54 | 5,362 | 4,083 |
| 4 | 3,208 | 2,455 | 2,165 | 1,778 | 81 | 42 | 5,454 | 4,275 |
| 5 | 2,633 | 1,916 | 1,928 | 1,698 | 58 | 41 | 4,619 | 3,655 |
| 6 | 2,556 | 1,894 | 1,826 | 1,643 | 51 | 44 | 4,433 | 3,581 |
| 7 | 1,740 | 1,145 | 1,163 | 988 | 31 | 36 | 2,934 | 2,169 |
| 8 | 1,818 | 1,330 | 1,235 | 987 | 35 | 29 | 3,088 | 2,346 |
| 9 | 712 | 446 | 549 | 460 | 20 | 20 | 1,281 | 926 |
| 10 | 455 | 282 | 498 | 415 | 19 | 7 | 972 | 704 |
| 11 | 306 | 199 | 326 | 228 | 8 | 7 | 640 | 434 |
| 12 | 180 | 88 | 233 | 192 | 7 | 3 | 420 | 283 |
| TOTAL | 25,278 | 18,007 | 17,616 | 14,642 | 583 | 462 | 43,477 | 33,111 |

* Pre-Kindergarten figures are added in with Chapter 1 totals.

43 percent of Chapter 1 participants belonged to an ethnic minority. This is the same as in FY 91. During FY 92, 74 percent of all Arkansas public school students were white (students from ethnic groups represented a larger share of Chapter 1 participants than they did in the general student population). When examining participation by gender 57 percent of all Chapter 1 participants were male and 43 percent were female. The gender breakdown for all students in Arkansas public schools is 52 percent male and 48 percent female.

| ARKANSAS SCHOOLS | | | |
|---|---|---|---|
| FY | WHITE | BLACK | OTHER |
| 91 | 75% | 24% | 1% |
| 92 | 74% | 24% | 2% |

| CHAPTER 1 STUDENTS | | | |
|---|---|---|---|
| FY | WHITE | BLACK | OTHER |
| 91 | 57% | 42% | 1% |
| 92 | 57% | 42% | 1% |

## CHAPTER 1 PARTICIPANTS IN STATE INSTITUTIONS

| GRADE LEVEL | TOTAL NUMBER OF STUDENTS | PERCENT OF TOTAL POPULATION | NUMBER OF STUDENTS IN PROGRAM | PERCENT OF STUDENTS IN PROGRAM |
|---|---|---|---|---|
| K | 3 | .29 | | |
| 1 | | | | |
| 2 | 14 | 1.35 | 12 | 2.50 |
| 3 | 78 | 7.51 | 39 | 8.13 |
| 4 | 107 | 10.31 | 50 | 10.41 |
| 5 | 101 | 9.73 | 36 | 7.50 |
| 6 | 87 | 8.38 | 17 | 3.54 |
| 7 | 166 | 16.00 | 79 | 16.46 |
| 8 | 187 | 18.01 | 136 | 28.33 |
| 9 | 166 | 16.00 | 65 | 13.54 |
| 10 | 65 | 6.26 | 27 | 5.63 |
| 11 | 20 | 1.92 | 10 | 2.08 |
| 12 | 44 | 4.24 | 9 | 1.88 |
| TOTAL | 1,038 | 100.00 | 480 | 100.00 |

480 students from neglected and delinquent institutions participated in Chapter 1. This is 46 percent of the total number of students in the institution. In these institutions, Chapter 1 services focused primarily on students in 7th, 8th, and 9th grade age levels.

**FUNDING**

FY 92 Chapter 1 funding was $65,386,348.71 for public school students. This was an 18.1 percent increase from FY 91.

| PROGRAM CATEGORY | AMOUNT | PERCENT | FULL-TIME EQUIVALENTS (FTE) |
|---|---|---|---|
| Instructional Services | $56,765,508.60 | 86.82 | 2,867.88 |
| Pupil Support Services | 392,895.81 | .60 | 11.19 |
| Educational Needs | 149,706.72 | .23 | 5.16 |
| Administration | 4,178,166.02 | 6.39 | 101.15 |
| Improvement of Instruction | 2,345,992.20 | 3.59 | 68.04 |
| Planning and Evaluation | 15,805.00 | .02 | .00 |
| Operation and Maintenance | 442,054.37 | .68 | .00 |
| Non-public School Service | 238,329.12 | .36 | 7.93 |
| Facilities Acquisition | 386,463.90 | .59 | .00 |
| Indirect Cost | 471,426.97 | .72 | .00 |
| TOTAL | $65,386,348.71 | 100.00 | 3,061.35 |

| INSTRUCTIONAL PROJECT | TOTAL PARTICIPANTS | TOTAL COST OF PROJECTS | PER PUPIL COST |
|---|---|---|---|
| Reading | 44,829 | $24,052,531.15 | $536.54 |
| Mathematics | 29,815 | 13,002,410.72 | 436.11 |
| Early Childhood | 13,034 | 6,342,979.34 | 486.65 |
| Language Arts | 13,399 | 6,270,130.36 | 467.96 |
| Other Compensatory Education | 3,261 | 7,097,457.03 | 2,176.47 |
| TOTAL | 104,338 | $56,765,508.60 | $544.06 |

This is the fourth year the report has been broken down into specific curriculum. In previous years there was a basic skills category; however, it has been eliminated. Reading, mathematics, language arts, and early childhood are the instructional components of Chapter 1 in Arkansas.

Average spending per student for all projects was $544.06, which represents a decrease of 6.2 percent from the previous year.

Reading represents a 43 percent or majority participation of the students. Mathematics follows with a 29 percent participation, language arts 13 percent participation, early childhood 12 percent participation, and other compensatory education 3 percent participation.

Participation in FY 92 remained the same in reading, but decreased 1% in mathematics and 2% in language arts, while early childhood increased 1% and other increased 2%.

| FY | READING | MATHEMATICS | LANGUAGE ARTS | EARLY CHILDHOOD | OTHER |
|---|---|---|---|---|---|
| 91 | 43% | 30% | 15% | 11% | 1% |
| 92 | 43% | 29% | 13% | 12% | 3% |

## AN ANALYSIS OF THE TOTAL DISTRIBUTION OF CHAPTER 1 EXPENDITURES FOR ALL STATE INSTITUTIONS 1991-92

| EXPENDITURE CATEGORY | AMOUNT | PERCENT |
|---|---|---|
| Instructional Services | $254,326.22 | 98.50 |
| Administration | 417.00 | .16 |
| Improvement of Instruction | 3,252.76 | 1.26 |
| Planning and Evaluation | 200.00 | .08 |
| TOTAL | $258,195.98 | 100.00 |

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## THE FREQUENCY AND COST OF VARIOUS KINDS OF STAFF MEMBERS EMPLOYED IN CHAPTER 1 PROGRAMS-REGULAR TERM

| JOB CLASSIFICATION | NUMBER OF FTE | PERCENT | TOTAL COST |
|---|---|---|---|
| Language Arts Teacher | 99.30 | 3.24 | $ 2,345,440.98 |
| Early Childhood Teacher | 41.25 | 1.35 | 994,304.30 |
| Reading Teacher | 517.14 | 16.89 | 13,884,272.43 |
| Mathematics Teacher | 217.41 | 7.10 | 5,565,657.41 |
| Non-public | 7.93 | .26 | 151,733.27 |
| Other Teacher | 34.73 | 1.13 | 721,559.57 |
| Chapter 1 Coordinator | 56.91 | 1.86 | 2,151,764.99 |
| Subject Area Supervisor | 25.88 | .85 | 973,948.79 |
| Social Worker | 12.19 | .40 | 180,534.76 |
| Instructional Assistant | 1,936.49 | 63.26 | 15,699,411.76 |
| Bookkeeper | 7.31 | .24 | 129,152.93 |
| Administrative Clerk | 29.53 | .96 | 399,419.17 |
| Instructional Clerk | 37.35 | 1.22 | 399,075.63 |
| Parent Coordinator | 28.58 | .93 | 404,750.83 |
| HIPPY Coordinator | 9.15 | .30 | 215,187.48 |
| Guidance Counselor | .20 | .01 | 6,690.40 |
| TOTAL | 3,061.35 | 100.00 | $44,222,904.70 |

## HOW IS ACHIEVEMENT MEASURED?

Achievement gains resulting from Chapter 1 services are reported by all Arkansas Chapter 1 districts each year using a Normal Curve Equivalent (NCE)scale, in which scores range from 0 to 99. NCE scores allow results of different tests to be combined on a common scale. Without the benefit of supplementary services such as provided by Chapter 1, a student is expected to have zero NCE growth during the year, or to stay at the same percentile rank. Any increase in percentile rank or any NCE growth greater than zero is assumed to be the result of the extra services provided and represents more than a year's gain in achievement.

The following summary of Arkansas Chapter 1 achievement gains is based on students who were tested on a spring-(pre-test)to-spring (post-test) cycle on an annual basis.



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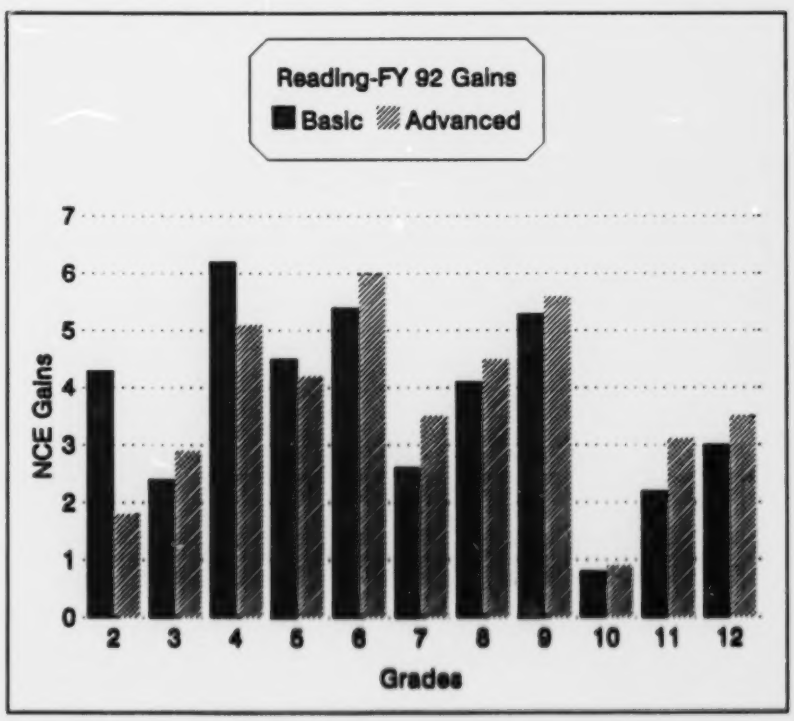
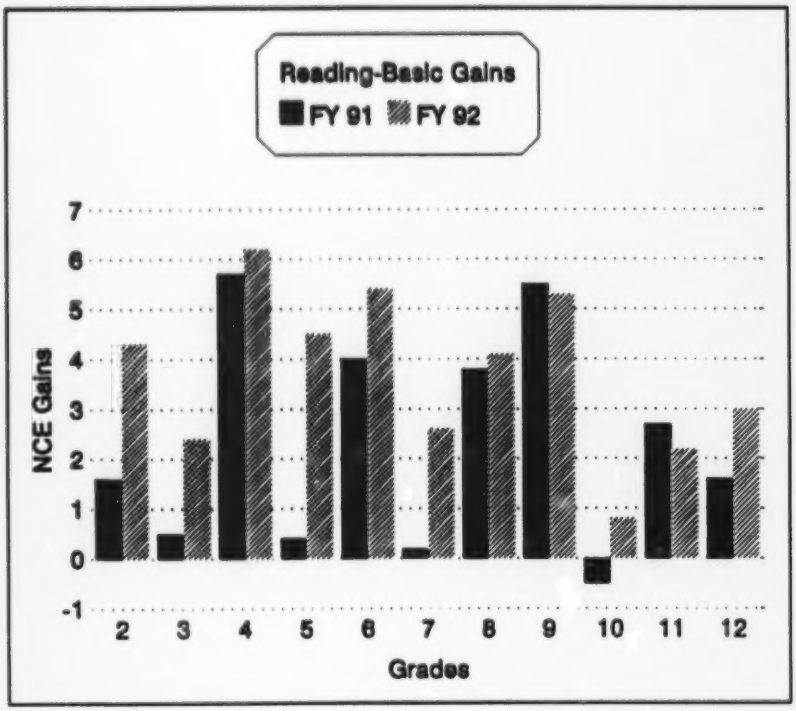
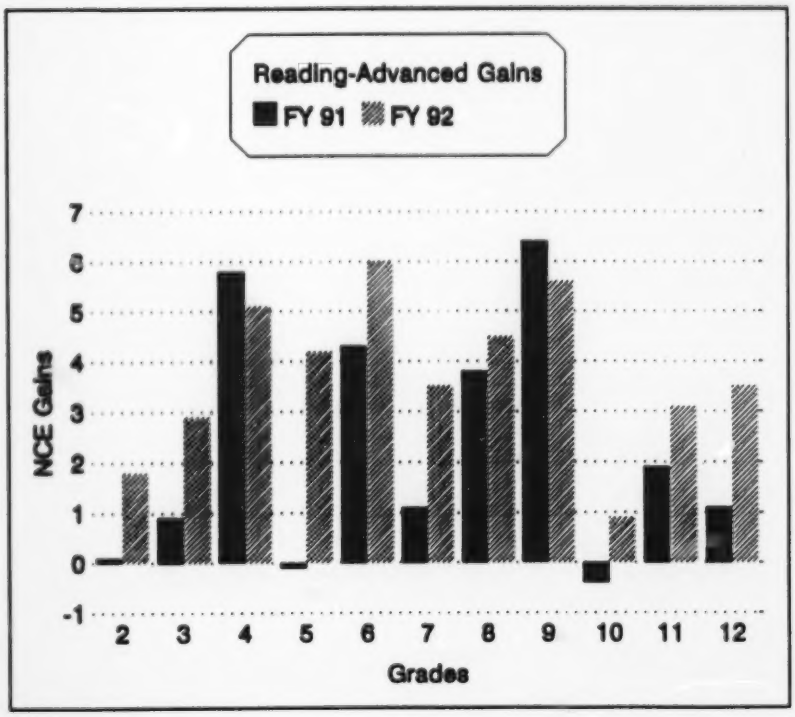
## 1992 ACHIEVEMENT INFORMATION IN READING

| GRADE LEVEL | PARTICIPANTS | NUMBER TAKING TEST | PRE-TEST NCE MEAN | | POST-TEST NCE MEAN | | GAIN NCE MEAN | |
|---|---|---|---|---|---|---|---|---|
| | | | BASIC | ADV | BASIC | ADV | BASIC | ADV |
| 2 | 7,830 | 5,952 | 34.0 | 36.4 | 38.3 | 38.2 | 4.2 | 1.8 |
| 3 | 7,350 | 5,778 | 33.0 | 33.2 | 35.4 | 36.2 | 2.4 | 2.9 |
| 4 | 7,426 | 6,035 | 32.7 | 32.8 | 38.9 | 37.9 | 6.2 | 5.1 |
| 5 | 6,040 | 4,970 | 34.5 | 34.3 | 39.0 | 38.5 | 4.5 | 4.2 |
| 6 | 5,615 | 4,721 | 33.8 | 33.1 | 39.3 | 39.0 | 5.4 | 6.0 |
| 7 | 2,789 | 2,156 | 34.0 | 33.3 | 36.5 | 36.9 | 2.6 | 3.5 |
| 8 | 2,832 | 2,204 | 33.8 | 34.0 | 37.8 | 38.5 | 4.1 | 4.5 |
| 9 | 871 | 658 | 32.5 | 33.5 | 37.9 | 39.1 | 5.3 | 5.6 |
| 10 | 714 | 537 | 31.9 | 33.1 | 32.7 | 34.0 | 0.8 | 0.9 |
| 11 | 444 | 341 | 29.6 | 29.9 | 31.8 | 32.9 | 2.2 | 3.1 |
| 12 | 300 | 157 | 22.6 | 22.0 | 25.6 | 25.5 | 3.0 | 3.5 |
| TOTAL | 42,211 | 33,509 | 33.4 | 33.7 | 37.7 | 37.6 | 4.3 | 3.9 |

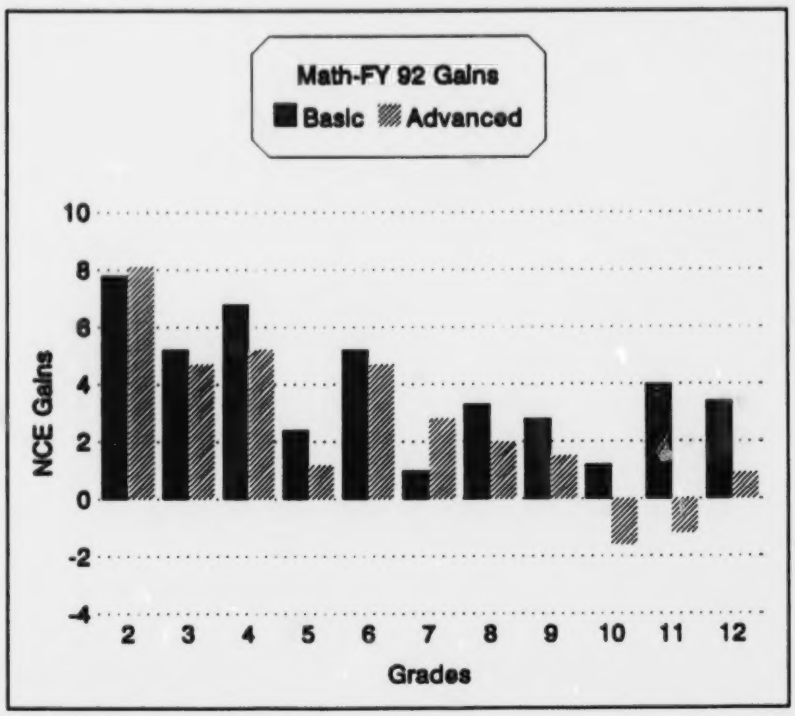


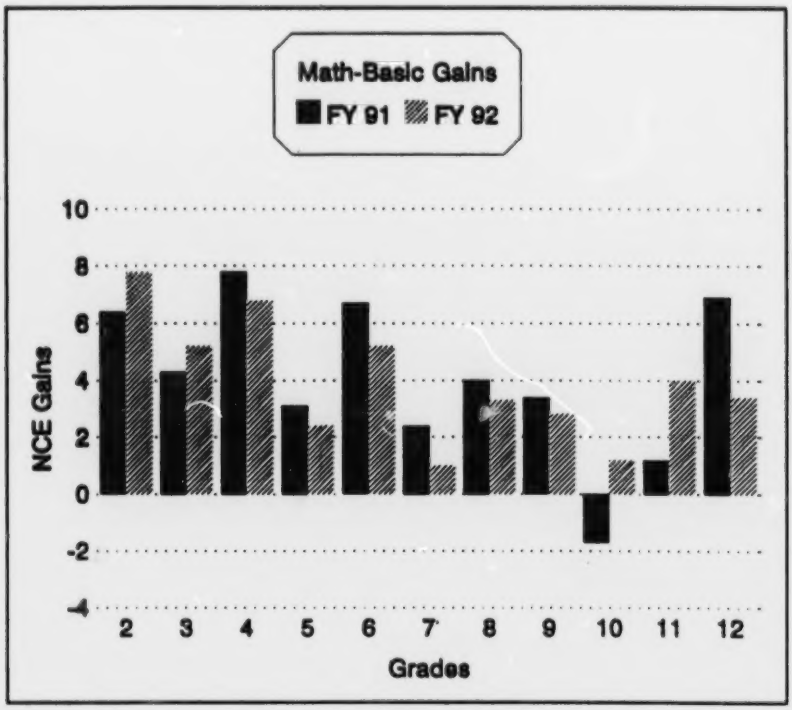

Reading-Basic Gains
FY 91
FY 92
NCE Gains
7
6
5
4
3
2
1
0
-1
2
3
4
5
6
7
8
9
10
11
12
Grades

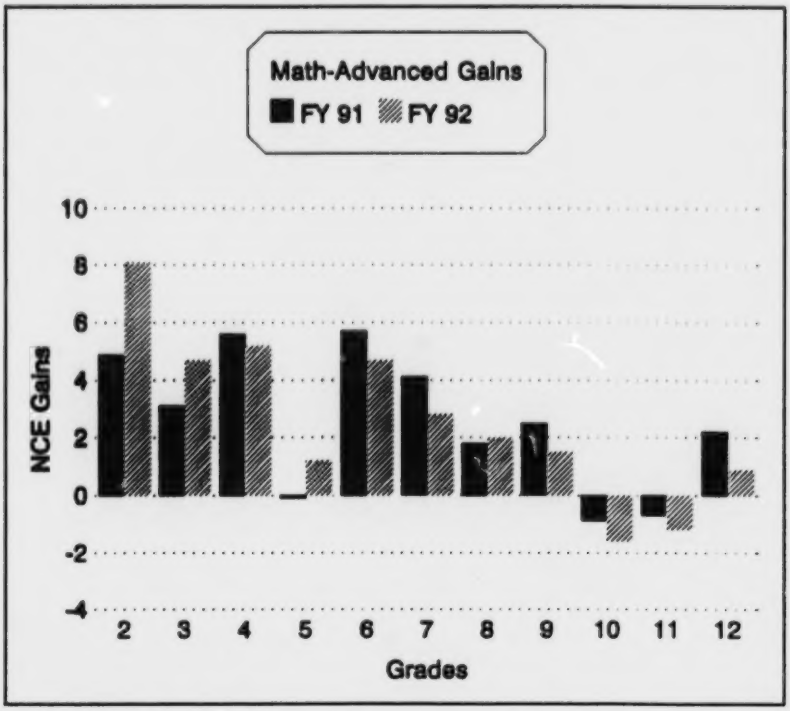

Reading-Advanced Gains
FY 91
FY 92
NCE Gains
7
6
5
4
3
2
1
0
-1
2
3
4
5
6
7
8
9
10
11
12
Grades

## 1992 ACHIEVEMENT INFORMATION IN MATHEMATICS

| GRADE LEVEL | PARTICIPANTS | NUMBER TAKING TEST | PRE-TEST NCE MEAN | | POST-TEST NCE MEAN | | GAIN NCE MEAN | |
|---|---|---|---|---|---|---|---|---|
| | | | BASIC | ADV | BASIC | ADV | BASIC | ADV |
| 2 | 4,097 | 3,045 | 33.1 | 32.5 | 40.9 | 40.6 | 7.8 | 8.1 |
| 3 | 4,390 | 3,323 | 33.0 | 32.6 | 38.3 | 37.3 | 5.2 | 4.7 |
| 4 | 5,046 | 4,001 | 32.9 | 32.7 | 39.7 | 37.9 | 6.8 | 5.2 |
| 5 | 4,252 | 3,406 | 35.0 | 34.1 | 37.4 | 35.3 | 2.4 | 1.2 |
| 6 | 4,044 | 3,282 | 34.8 | 32.6 | 40.1 | 37.4 | 5.2 | 4.7 |
| 7 | 1,997 | 1,559 | 36.9 | 34.2 | 37.9 | 37.0 | 1.0 | 2.8 |
| 8 | 2,367 | 1,797 | 35.8 | 35.1 | 39.1 | 37.1 | 3.3 | 2.0 |
| 9 | 854 | 606 | 32.8 | 24.3 | 35.7 | 25.8 | 2.8 | 1.5 |
| 10 | 666 | 471 | 31.8 | 9.1 | 33.1 | 7.5 | 1.2 | -1.6 |
| 11 | 446 | 337 | 32.2 | 9.7 | 36.2 | 8.6 | 4.0 | -1.2 |
| 12 | 260 | 126 | 25.3 | 4.2 | 28.7 | 5.1 | 3.4 | 0.9 |
| TOTAL | 28,419 | 21,953 | 33.9 | 31.6 | 38.7 | 35.6 | 4.8 | 4.1 |

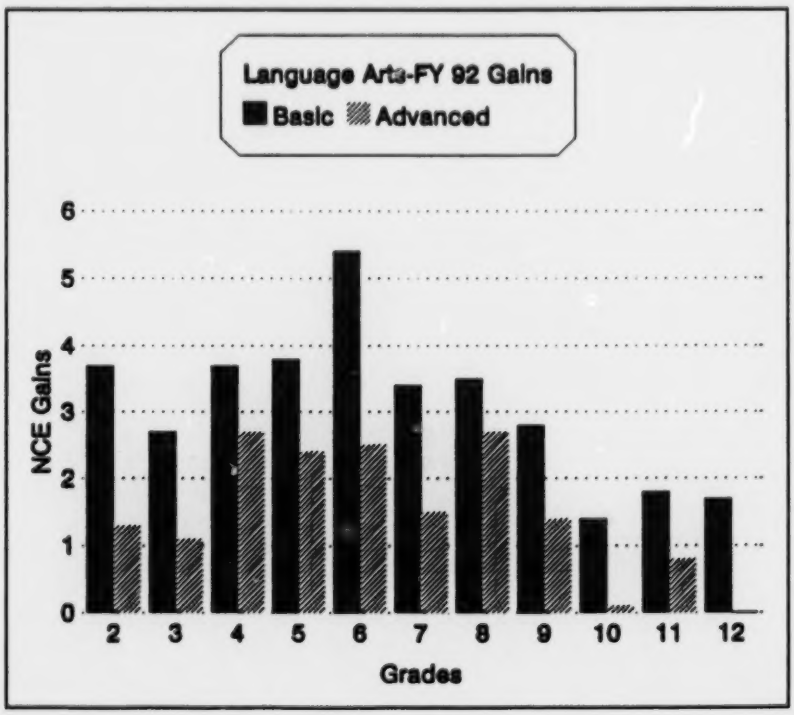


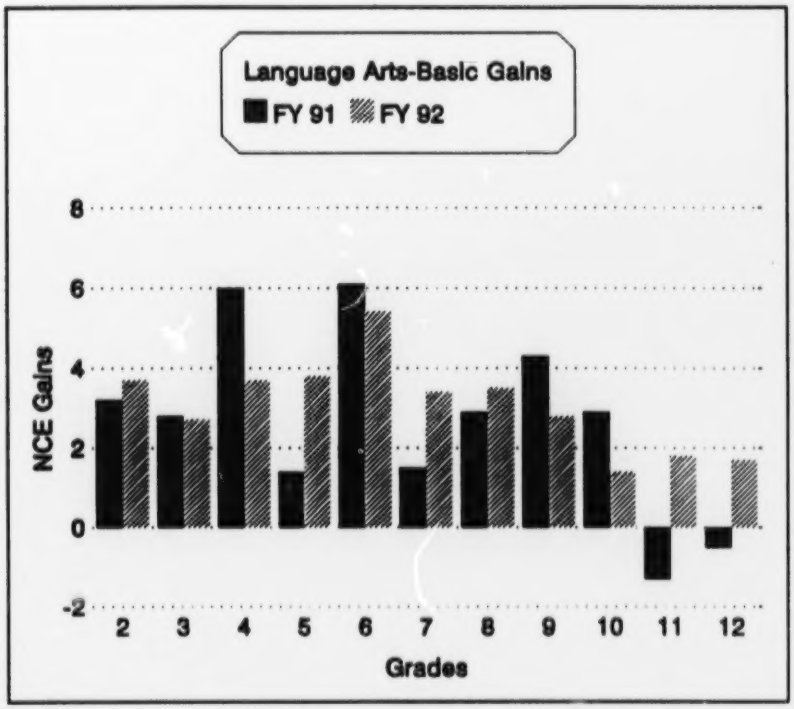

Math-Basic Gains
FY 91
FY 92
NCE Gains
10
8
6
4
2
0
-2
-4
2
3
4
5
6
7
8
9
10
11
12
Grades

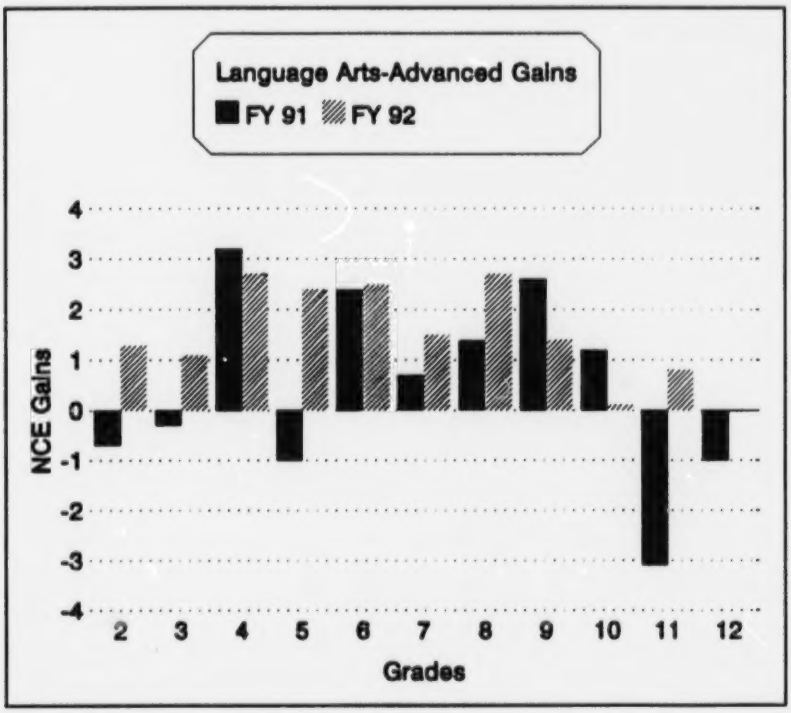

Math-Advanced Gains
FY 91
FY 92
NCE Gains
10
8
6
4
2
0
-2
-4
2
3
4
5
6
7
8
9
10
11
12
Grades

## 1992 ACHIEVEMENT INFORMATION IN LANGUAGE ARTS

| GRADE LEVEL | PARTICIPANTS | NUMBER TAKING TEST | PRE-TEST NCE MEAN | | POST-TEST NCE MEAN | | GAIN NCE MEAN | |
|---|---|---|---|---|---|---|---|---|
| | | | BASIC | ADV | BASIC | ADV | BASIC | ADV |
| 2 | 1,583 | 1,243 | 34.5 | 19.2 | 38.3 | 20.5 | 3.7 | 1.3 |
| 3 | 1,448 | 1,175 | 35.0 | 18.6 | 37.7 | 19.8 | 2.7 | 1.1 |
| 4 | 1,367 | 1,168 | 34.4 | 16.7 | 38.1 | 19.5 | 3.7 | 2.7 |
| 5 | 1,291 | 1,118 | 35.2 | 17.6 | 39.0 | 20.0 | 3.8 | 2.4 |
| 6 | 1,500 | 1,258 | 34.8 | 15.4 | 40.2 | 17.9 | 5.4 | 2.5 |
| 7 | 1,642 | 1,315 | 35.1 | 12.2 | 38.5 | 13.7 | 3.4 | 1.5 |
| 8 | 1,625 | 1,278 | 34.6 | 12.1 | 38.1 | 14.7 | 3.5 | 2.7 |
| 9 | 827 | 552 | 33.1 | 9.6 | 35.9 | 11.0 | 2.8 | 1.4 |
| 10 | 671 | 428 | 33.1 | 9.3 | 34.5 | 9.4 | 1.4 | 0.1 |
| 11 | 487 | 336 | 31.1 | 9.3 | 32.9 | 10.1 | 1.8 | 0.8 |
| 12 | 399 | 207 | 23.1 | 5.6 | 24.7 | 5.6 | 1.7 | 0.0 |
| TOTAL | 12,840 | 10,078 | 34.0 | 14.5 | 37.4 | 16.2 | 3.4 | 1.8 |




Language Arts-Basic Gains
FY 91
FY 92
NCE Gains
8
6
4
2
0
-2
2 3 4 5 6 7 8 9 10 11 12
Grades


Language Arts-Advanced Gains
FY 91
FY 92
NCE Gains
4
3
2
1
0
-1
-2
-3
-4
2 3 4 5 6 7 8 9 10 11 12
Grades

Reading, language arts, and mathematics programs across Arkansas were effective in improving the achievement of participants. Average NCE gains across all grades were positive, except math, advanced skills in grades 10 and 11.

Language arts can be evaluated using either language arts tests or reading scores. If reading is used the advanced skills must be reported.

Across grades 2-12, Arkansas Chapter 1 students increased their reading scores 4.3 NCEs in basic skills, 3.9 in advanced skills and their language arts scores increased 3.4 NCEs in basic skills. In mathematics, Arkansas Chapter 1 participants increased their scores 4.8 in basic skills and 4.1 in advanced skills.

## EARLY CHILDHOOD

The law does not allow pre-K, K, and first grade test scores to be aggregated with grades 2-12. Early childhood is not required to administer standardized tests, therefore, the results cannot be aggregated.

Desired outcomes other than NCEs must be used in the identification process for those services offered in preschool, kindergarten, or first grade. Under the law, desired outcomes other than NCE gains represent another hurdle for a school to clear; a school that falls short of showing "substantial progress" toward its desired outcomes must be identified for improvement.

Early childhood had 1,041 pre-K participants, 6,400 kindergarten participants, and 5,593 first graders.

Participants in FY 92 increased 5% in pre-K and 14% in kindergarten, while decreasing 19% in first grade.

| FY | PRE-K | KINDERGARTEN | FIRST |
|---|---|---|---|
| 91 | 3% | 35% | 62% |
| 92 | 8% | 49% | 43% |

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## SUMMER SCHOOL

There were 43 LEAs that participated in summer school programs this year. Grades ranged from pre-K through 8.

| GRADE LEVEL | WHITE | | BLACK | | OTHER | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE |
| P | 64 | 58 | 104 | 89 | 2 | 1 | 170 | 148 |
| K | 52 | 37 | 102 | 76 | 2 | 1 | 156 | 114 |
| 1 | 117 | 69 | 172 | 109 | 4 | 1 | 293 | 179 |
| 2 | 102 | 73 | 200 | 119 | 3 | 3 | 305 | 195 |
| 3 | 114 | 96 | 163 | 149 | 4 | 1 | 281 | 246 |
| 4 | 96 | 50 | 102 | 80 | 1 | | 199 | 130 |
| 5 | 62 | 37 | 122 | 89 | | 1 | 184 | 127 |
| 6 | 91 | 56 | 149 | 127 | 3 | 1 | 243 | 184 |
| 7 | 31 | 14 | 36 | 29 | | | 67 | 43 |
| 8 | 5 | 1 | 11 | 1 | | | 16 | 2 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| TOTAL | 734 | 491 | 1,161 | 868 | 19 | 9 | 1,914 | 1,368 |

## THE FREQUENCY AND COST OF VARIOUS KINDS OF STAFF MEMBERS EMPLOYED IN CHAPTER 1 PROGRAMS-SUMMER SCHOOL TERM

| JOB CLASSIFICATION | NUMBER OF FTE | PERCENT | TOTAL COST |
|---|---|---|---|
| Language Arts Teacher | 24.76 | 5.29 | $ 31,698.80 |
| Early Childhood Teacher | 58.50 | 12.49 | 78,493.60 |
| Reading Teacher | 100.28 | 21.42 | 140,102.76 |
| Mathematics Teacher | 76.76 | 16.39 | 98,292.38 |
| Other Teacher | 50.00 | 10.68 | 59,617.50 |
| Chapter 1 Coordinator | 4.00 | .85 | 4,350.00 |
| Social Worker | 19.50 | 4.17 | 8,333.69 |
| Instructional Assistant | 120.91 | 25.82 | 92,190.35 |
| Administrative Clerk | 8.50 | 1.82 | 6,502.50 |
| Instructional Clerk | 4.00 | .85 | 3,757.55 |
| Parent Coordinator | 1.00 | .22 | 936.80 |
| TOTAL | 468.21 | 100.00 | $524,275.93 |